

A STUDY OF 190 ADULTS ENROLLED IN A
HIGH SCHOOL COMPLETION PROGRAM
VIA TELEVISION

An abstract of a Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Educational Administration

by
Nick Bellizzi
December 1971

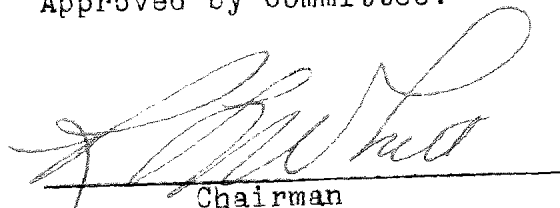
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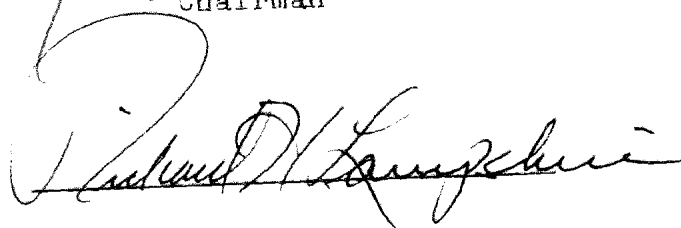
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Approved by Committee:


Chairman



Dean of the School of Graduate Studies

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The problem. This particular study was of a dual purpose. First, it was to derive the number of adults enrolled in a high completion program via television who successfully completed the necessary testing to earn an Iowa High School Equivalency Certificate as a result of the instruction they received. Secondly, it was to conduct a survey that would yield information pertaining to the characteristics of participants for the possible planning and promotion of future television programs.

Methodology. Des Moines Area Community College and six other Iowa area schools cooperatively sponsored the program and promoted it in their respective districts. They each developed the necessary educational materials to be utilized in conjunction with the televised tape presentations. As a result of the registration process, the division was able to obtain the mailing address of every enrollee with the exception of a small percentage. A survey instrument was developed and mailed to 1106 participants with a 190 being returned for further study.

Summary. A total of 109 persons successfully completed testing, 129 successfully completed partial testing while another 106 were approved by the State Department of Public Instruction to begin their testing at anytime. The division also gained considerable information regarding the characteristics of the participants: i.e., sex, age, occupation and last grade completed.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

The Adult Education Division of Des Moines Area Community College launched its first Adult Education course during the fall of 1967. Since that time, a wide variety of Adult Education programming has taken place throughout an eleven county area comprising the college district. The division has attempted to meet the educational needs of people through Adult Education classes, seminars, community service functions, conferences and other types of programs normally considered to be educationally sound practices.

The division, however, during the past two years, has searched for more innovative approaches that would involve more people in the learning process. Utilizing the concept that people learn from a variety of experiences, as cited in the Handbook of Adult Education,¹ the division has looked for learning situations that were somewhat unique in terms of past program efforts.

In the fall of 1970, Des Moines Area Community College and six other Iowa area schools explored the possibility of cooperatively sponsoring a twenty week television

¹Robert M. Smith (ed.), Handbook of Adult Education (New York: Macmillan Company, 1970), p. 65.

program called "T.V. High School". This was a taped instructional program designed to assist adults in preparing themselves for the General Educational Development Tests commonly referred to as the GED tests. Upon successful completion of the five tests, an adult is awarded an Iowa High School Equivalency Certificate by the State Department of Public Instruction. Therefore, the purpose of the program, as seen by the seven area schools, was to assist as many adults as possible in completing their high school education. This was to be done via television for the first time in the state of Iowa. Prior to this time, the regular day and evening classes held by these institutions were the only opportunity adults had in terms of receiving instruction in order to prepare for the GED tests.

The Adult Education Division of Des Moines Area Community College saw this approach as being quite innovative and decided to become actively involved in their area by addressing themselves to an aggressive promotional campaign. The objective of the campaign was to enroll as many adults as possible from the eleven county area into the program. The division also designed a survey instrument for use at the conclusion of the program. The purpose of the survey will be discussed in the next section.

I. THE PROBLEM

Statement of the problem. This particular study was of a dual purpose. First, the division wanted to know the number of persons enrolled in the program who successfully completed the GED tests as a result of the instruction they received via television. It was decided that a survey would be the most appropriate method that could be utilized in deriving this information. Secondly, a survey properly designed could derive other pieces of information that might be very useful to the division in terms of any future proposed television programs. This information would assist the division by providing the necessary background for determining the characteristics of adults enrolled in the course; i.e., sex, age, occupation and last grade completed.

Importance of the study. The study appeared to be of paramount importance to the Adult Education Division for two reasons. First, the division would gain some insight into the characteristics of persons interested in completing their high school education. This information could be very valuable for promotional techniques, selection of educational materials utilized for television purposes and in curriculum content. Secondly, the survey would yield information regarding the participants' perceptions of the total program.

Suggestions centering around the quality of instruction, film presentation, viewing time convenience, materials utilized and other information might suggest ways that future efforts could be improved.

II. DEFINITIONS OF TERMS USED

Division. The term division as used throughout this study refers to the Adult Education Division of Des Moines Area Community College.

General Educational Development Tests. The "GED" tests refer to the tests administered to adults who, upon successful completion, are awarded an Iowa High School Equivalency Certificate by the State Department of Public Instruction. Every state in the union issues the Equivalency Certificate to adults meeting the specified requirements as determined by that state.

I.V. High School. The instructional program presented on television for the purpose of assisting adults in preparing for the GED tests.

CHAPTER II

REVIEW OF THE LITERATURE

There has been considerable research done on the use of television as a tool for instruction of children and adults. Unfortunately, there is very little research pertaining directly to the utilization of television in assisting adults in completing high school. However, television has been used to teach practically every known subject.¹

Television is generally considered to be a rather new medium when compared to other mass media. Since 1945, when television really began to make its presence known, the industry has grown by leaps and bounds. However, educational television is still in its infancy in terms of its potential for educating the general public through specifically designed educational programs.

More than half (fifty-six per cent) of the courses in which adults participate employ the class method. Group discussions and lectures or talks represent about one-tenth of the courses. Next in order is correspondence study, private teachers and on-the-job training (approximately eight per cent each). Educational television is employed in only $1\frac{1}{2}$ per cent of the courses reported; however, television is utilized in many educative activities other than those encompassed by the term "course".²

¹U.S. Department of Health, Education and Welfare, Educational Television in the Next Ten Years (Washington: Office of Education, 1965).

²Smith, op. cit., p. 35.

Educational institutions are constantly seeking innovative learning experiences to bring to children and adults alike. Experiences that will enhance the lives of children and experiences that will assist in upgrading the skills and talents of adults. Television appears to be one technique that can accomplish both. According to Du Bridge:

The task of the teacher today is not to complete the learning process, but to start it; not to instill a fixed body of knowledge but to help the student understand the process of acquiring knowledge; not to encourage smugness in what the student has learned, but to stimulate curiosity about what he must learn in the future.¹

The world is changing so rapidly that it is virtually impossible to teach a person all he needs to know or may desire to learn by utilizing only the availability of a classroom and an instructor. The persons must be taught how to learn. This necessary new attitude regarding the educative process is not trivial. One learning device which provides this continuity is the "printed page," another device for continued learning is the television screen.

Television is a new and powerful technological instrument with very great educational potentialities which have hardly been tested. The television technology

¹Lee A. Du Bridge, "The Golden Age-or the Ice Age?," NASSP Bulletin, LXI (May, 1967), 11.

of tomorrow (five to ten years hence) will surely be more powerful, more sophisticated and more flexible than it is today. The U.S. Department of Health, Education and Welfare stated:

There can no longer be any doubt that students learn efficiently from instructional television. The fact has been demonstrated over and over again in hundreds of schools, by thousands of students in every part of the United States and in several other countries. The list of subjects which schools and colleges have been able to teach effectively by television includes: arithmetic, algebra, geometry, calculus, accounting, consumer mathematics, physics, chemistry, biology, physiology, general science, engineering, psychology, sociology, anthropology, government, history, economics, electronics, humanities, art, music, philosophy, literature, spelling, physical education, reading, writing, social studies, health, safety and driver education, Spanish, French, German, Russian, English, typewriting and slide rule. The conclusion of testers, school administrators, teachers and students alike has been that the average student is likely to learn about as much from a television class as from ordinary classroom methods. In some cases, he will learn more and in some cases less, but the overall conclusion reached was that there is no significant difference.¹

There has been some problems with educational television according to Lynch and Shepherd who stated:

With some exceptions, most educational television programs look as if they were photographed with Brownie cameras, produced by the tenth grade as a term project and written in chalk by a spinster librarian. Budgets may be responsible for some of this professional sterility but other factors are

¹ U.S. Department of Health, Education and Welfare, loc. cit.

also involved. ETV needs more creative ideas and more attractive personalities to communicate with the audience. Quality people breed quality programming.¹

Television can play an important part in assisting individuals who are motivated toward improving their educational achievement. Census figures from 1960² have indicated that there are twenty five million adults in the United States with less than an eight grade education. Many of these adults are unable to profit from training which would qualify them for jobs in today's labor market. Educational television has been used successfully in upgrading these individuals.

An example of televised instruction which has been reported in the literature was Operation Alphabet.³ Operation Alphabet is a televised program series developed for the purpose of educating illiterate adults. The program originated in Philadelphia in 1958 under the influence of Mrs. Loretta Warlow and William Powell who, through their work in the Greater Philadelphia Council of Churches, saw

¹James E. Lynch and John R. Shepheard, "Educational Television," NASSP Bulletin, LX (October, 1966), 19-24.

²U.S. Bureau of Census, Census of Population, 1960 United States Summary, I (Washington, D.C.: Government Printing Office, 1961), 4.

³Angelica W. Cass, "The Role of Television Reaching Illiterate Adults with a Literacy Program Series" (Unpublished Doctoral dissertation, Teacher's College, Columbia University, 1969), p. 37.

that adult illiteracy had become a major problem in the metropolitan area.¹

Operation Alphabet, however, did not gain television recognition until January, 1961 when the first program was actually televised. A total of 100 programs were presented. These were shown five times each week for a twenty week period. It was estimated that between 50,000 and 75,000 adults benefited from the telecasts.²

Extensive experiments in the use of television for literacy training began August 16, 1965 in Mexico under the direction of Professor Minerva Alici Gil, a specialist in adult audio visual education. One such experiment included hour long programs on video tape that had been professionally prepared. Instructional methods for the video tape presentations were also developed. The initial experimental program was arranged in order to evaluate the profitable use of audio visual media on a large scale for the purpose of developing literacy training programs for adults.³ This experiment was conducted at the Ministry of Education in Mexico City. The classrooms were equipped with both black and white and color television sets to see if a difference

¹Ibid., p. 38.

²Ibid.

³Lawrence M. Kason and Nora S. Kason, "Television: Vehicle for Literacy Training in Mexico," Adult Leadership, XVI (September, 1967), 91-2.

existed in terms of adult learning patterns. Some of the classrooms had certified teachers, some had teaching assistants and others had no assistance of any kind. As part of the experiment, the students were given free workbooks entitled, "Yo Puedo Hacerle" (I can do it). Individual lessons were based on material in the workbooks which were utilized in class and at home when special assignments were made. The first experimental group consisted of 1,200 students with the age ranging from twenty to seventy years. Approximately 750 persons, or 62 per cent of those originally enrolled, completed the course. A total of 498 of the 750, or 66 per cent, were awarded a special literacy certificate after the successful completion of a testing program.

Educational television programs have made an appearance in several places. For example, KVED-TV in Texas presented a program, "Learning to Read by TV," through the Baylor Literacy Center in order to reach special viewing centers for groups of people unable to attend classes.¹

Another television station, WKNO-TV in Tennessee, conducted "Streamlined Reading" for 1,000 adults enrolled in viewing centers around Memphis.²

¹Malcom S. Knowles (ed.), Handbook of Adult Education in the United States (Washington: Adult Education Association of the U.S.A., 1967), p. 463.

²Ibid.

The Chelsea Closed Circuit Project in New York City presented elementary English lessons three nights a week for the adult students in a nearby school and for 607 family units in a housing project near where the station was located.¹

The closed circuit station at Corland, New York, began a series of twenty minute programs in elementary English and citizenship.²

The Bureau of Adult Education, New York State Education Department, in cooperation with the Immigration and Naturalization Service, produced a half-hour television program for use in classrooms as a film through the Regents Educational Television Project, pointing up the advantages of U.S. citizenship and showing what takes place between the applicant and the examiner at the time of the naturalization examination.³

Knowles⁴ further pointed out that it was possible to obtain a junior college diploma in Chicago entirely by television. Almost every major university offers some television credit programs, many of which are developed into systematic sequences requiring examinations and discussions on campus.

In the spring of 1965 at Michigan State University, the team teaching of beginning shorthand was instituted

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid., p. 402.

over CCTV.¹ The classes met four days a week for fifty minutes for a total of forty class meetings each quarter. The class was presented "live" in the morning and by video tape in the afternoon. This permitted two classes to be taught with the instructor making only the initial presentation.

During the first week of instruction, the teacher discovered that one of the strong points of this method was the ease with which the students seemed to learn. Their attention was drawn to the TV monitor as if it were their favorite television program.²

There was little confusion about whether a stroke was written upward or downward. Actually, it was easier for the students to see the strokes as they were introduced.

After completing one term of televised shorthand instruction, it was found that this method of teaching permitted the teacher to make better use of her time, which in turn, enabled the students to have a better grasp of transcription and theory than was the case in the traditional classroom situation. By the end of the quarter, approximately one-half of the students enrolled in the course were working at eighty words per minute.

It was found that television teaching was no different than classroom teaching in terms of the preparation

¹John E. Kraeer, "Television Shorthand Instruction," Journal of Business Education, XLI (May, 1966), 329-30.

²Ibid.

time needed. If the teacher ran out of material, she improvised; if she ran short of time, she started where she left off the next day. All in all, the students and teacher were quite satisfied with the experiment.

Business Arithmetic I was taught by television for the first time in a Denver high school in 1964.¹ The teacher worked from notes to avoid a memorized appearance. The problems were on cue cards and students having difficulty telephoned the instructor either before or after the televised lecture. The students taking the course for high school credit mailed the homework assignments into the TV studio three times each week. The work was graded by the teacher and returned to the students. Each student was granted one-half unit of high school credit on the basis of completed homework assignments and a successful grade on the final examination.

Another interesting study called "Operation Gap-Stop" was designed as an innovative attempt to overcome the gap between educators and poor urban white adults.²

In this project, a television series entitled, "Our Kind of World" was produced and filmed. The series consisted of eight programs centering around: Health and

¹Wayne L. Gnad, "Business Arithmetic on Television," Journal of Business Education, XLI (May, 1966), 327.

²Thomas L. Reddick, "The Use of Television to Teach the Poor-Operation Gap-Stop," Adult Leadership, XVIII (April, 1970), 323.

Hygiene, Diet and Food Preparation, Available Social Services, Social and Family Obligations, The World of Work, How to Get a Job and Keep It, Family Budgeting and Credit Management, and Sensible Shopping Habits.

The program was modeled after typical television soap operas. This format was chosen after a survey revealed that "soap operas" were a favorite of the target population.

The eight programs were shown during October, 1967 on KRMA-TV in Denver, Colorado. Each program was shown twice daily. A sample group of 649 persons were identified and their impressions of the program studied. In the sample, 62 per cent of the viewers indicated that the series had helped them with their everyday problems. Another 39 per cent stated they had either changed or were considering changing their day-to-day behavior.¹

A study conducted at the University of Missouri at St. Louis was launched after it was discovered that many adults who continue their education beyond high school live and work in communities remote from the campus setting. The obvious solution was to bring the university to those who needed its services. Therefore, extension centers were established. It was decided that an experiment introducing a technique known as "telelecture" would be utilized with

¹Ibid.

three different groups of students.¹ One class was established as a control group, another class received "live" instruction which was simultaneously transmitted by television to a third class located in a remote classroom. All classes were taught by the same instructor. The groups were administered a pre-test and a post-test. The results of these tests showed no significant difference in content knowledge between any of the groups; nor did the test results show any overall difference in student attitude toward the content or toward the different characteristics of presentation.

It would appear from the various studies reported in this study that television has been utilized in a variety of subject areas for the purpose of educating adults. It would also seem that studies addressing themselves to the utilization of television for the purpose of preparing adults for GED testing would be of interest and appear to be needed.

¹John E. Boswell, et. al., "Telelecture: An Experiment in Remote Teaching," Adult Leadership, XVI (March, 1968), 321-2.

CHAPTER III

METHODOLOGY AND DATA

Methodology. As stated in Chapter I, Des Moines Area Community College and six other Iowa area schools agreed to cooperatively sponsor a television program entitled, "T.V. High School," in order to assist Iowa adults in completing their high school education in their own living room.

Each area school was responsible for its own local promotion as well as for the development of educational materials that participants were to utilize while viewing the various segments of the program.

The Adult Education Division of Des Moines Area Community College spearheaded a promotional campaign that attempted to touch every major industry and service agency in the college district. In order to reach the over 125,000 adults in the area that had not completed high school, a variety of media was used. Over 10,000 brochures were developed and distributed to agencies, businesses and industries. In addition, another 25,000 flyers were distributed through major supermarkets and elementary schools in the city of Des Moines. Registration forms were included with each brochure and flyer. Commercial radio and

television stations were very cooperative in the promotional campaign. A series of radio and T.V. "spots" were run for several weeks by all local stations including the Iowa Educational Broadcasting Network, central Iowa's educational channel. At the time T. V. High School was being planned, the Adult Education Division was ready to begin its winter courses in Adult Education. Over 188,000 promotional "tabloids" were mailed to residents living in the college district. Each paper contained information regarding the T.V. High School program.

As a result of this effort, a total of 1,258 adults officially enrolled in T.V. High School from the college district. A survey instrument (see Appendix) was designed for a variety of reasons (see Chapter I) and was utilized at the conclusion of the twenty week program.

Each adult enrolling in T.V. High School was requested to mail a tuition fee and registration form to the college. The adults were then sent a kit of educational materials that was to be used in conjunction with the televised program. As a result of the mailing procedure, it was possible to obtain the mailing address of each adult enrolling in the program with the exception of a few whose return address had either been completely forgotten or had become obscured in the mailing process.

Since the staff felt it important to communicate with the participants throughout the twenty week period, it was decided that five different mailings would be made. Therefore, in order to conserve secretarial time, five computerized individual address labels were printed for the various mailings. The mailings included information regarding special testing dates and sites and special "help" centers that were established for persons desiring to receive additional instruction in a classroom setting. The last mailing included the survey instrument. Since 152 addresses could not be used, a total of 1,106 surveys were actually mailed to the participants. A total of 190, or 17 per cent, were returned to the college for further study. It is these 190 surveys that comprise the information reported in the following text and tabular format.

Data. There were 151 females enrolled in T.V. High School and thirty-nine males. The youngest enrolled was sixteen years of age and the oldest was seventy-one. A further breakdown of the ages showed that approximately 58.6 per cent of the adults enrolled were between the ages of sixteen and forty-five, while 41.3 per cent were over age forty-five.

AGE RANGE

<u>Range</u>	<u>Number</u>	<u>Per Cent</u>
16-20	11	6.0
21-34	44	23.9
35-45	53	28.7
46-56	57	30.9
57-66	15	8.2
over 67	4	2.2
Unavailable	<u>6</u>	
Total	190	

Since all but five of the adults returning the questionnaire had not completed high school, it was interesting to note their last grade completed prior to leaving school.

LAST GRADE COMPLETED

<u>Range</u>	<u>Number</u>	<u>Per Cent</u>
1-8	51	28.5
9-10	96	53.6
11-12	32	17.8
Unavailable	<u>11</u>	
Total	190	

Approximately 28 per cent of the participants had completed eight or less years of formal education. Upon closer scrutiny of the questionnaires, it was found that the majority of these persons were also in the older age bracket (46-66). The majority (53.6 per cent) of the participants left school after completing the ninth or tenth grade. As indicated previously, five persons enrolled in T.V. High School even though they had already graduated from high school. They stated that they

felt the review was necessary since they had completed high school some time ago.

A question concerning the broad classification of occupations was included in the questionnaire. The purpose of this question was to determine whether the skills a person possessed, in terms of his occupation, had any bearing on his educational attainment. It was hypothesized that the majority of participants, aside from housewives, who were enrolled in T.V. High School, would be persons involved in occupations that would be classified as semi-skilled or unskilled. This seemed to be a safe hypothesis since studies have indicated a high positive correlation between skilled and/or professional occupations and educational attainment.

If the number of housewives were excluded, as well as the twelve persons who failed to answer the question, fifty-one of the remaining seventy-four persons, or approximately 68 per cent, held jobs that would be classified as semi-skilled or unskilled.

The breakdown by occupation for all 190 participants was as follows:

OCCUPATION

<u>Occupation</u>	<u>Number</u>	<u>Per Cent</u>
Housewife	104	58.4
Unskilled	30	16.9
Semi-skilled	21	11.8
Skilled	11	6.2
Sales	4	2.2
Retired	8	4.4
Unavailable	<u>12</u>	
Total	190	

The four questions dealing with sex, age range, last grade completed and occupation centered themselves around participant characteristics. The information obtained from these four questions gave the staff some insights as to the characteristic make-up of the 190 adults. Certainly, more study of these individuals is needed before any definite conclusions can be reached in terms of whether these characteristics suggest any particular method for promoting such programs in the future.

The survey questionnaire also concerned itself with seven additional questions. These pertained to the following: (1) film presentation, (2) kit of educational materials, (3) viewing times, (4) whether additional preparation was needed, (5) interest in enrolling in a classroom setting, (6) whether the adults would recommend the program to other persons desiring to complete their high school education, and (7) information on testing. The results of these particular questions are outlined in the following paragraphs.

The staff felt that the success of any program is based on the effectiveness of the presentation. Therefore, a question dealing with the quality of the film presentation, as perceived by the participants, was felt to be important. If the ten individuals who failed to respond to the question were discounted, thirty-five, or 19.4 per cent, evaluated the presentation as "excellent". Another eighty individuals, or 44.4 per cent, stated that the presentation was "very good". The entire breakdown shows the following results:

FILM PRESENTATION

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Excellent	35	19.4
Very Good	80	44.4
Good	50	27.8
Fair	13	7.2
Poor	2	1.1
Unavailable	<u>10</u>	
Total	190	

The participants' evaluation of the kit of educational materials which they purchased for utilization in the program was of special interest to the Adult Education staff. The staff had been responsible for the total development of the materials. The participants shared their opinions in the following manner:

EDUCATIONAL MATERIALS

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Excellent	51	28.1
Very Good	82	45.3
Good	37	20.4
Fair	6	3.3
Poor	5	2.8
Unavailable	<u>9</u>	
Total	190	

The viewing time for the presentation of T.V. High School was basically decided by the Iowa Educational Broadcasting Network since only limited time for the program was available. The lessons were presented each Monday, Wednesday and Friday for a twenty week period. The first lesson was presented at 12:30 P.M. on Monday with a repeat of the lesson at 6:00 P.M.. The second lesson was presented at 12:30 P.M. on Wednesday with a repeat at 6:00 P.M.. On Friday, a repeat of the first lesson was presented at 12:30 P.M. and the second lesson was shown at 6:00 P.M.. This arrangement provided a built-in concept of reinforcement which was felt to be vital in terms of assisting many of the participants in the learning process. The participants were asked their opinion about the viewing time. The following are their responses:

VIEWING TIME

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Convenient	139	76.8
Inconvenient	42	23.1
Unavailable	<u>9</u>	
Total	190	

The staff felt that it would be totally impossible for all participants to keep abreast of the televised program for the entire twenty week period. Certainly, the educational level of some adults and the commitment of personal time were at least two good reasons for their falling behind in the instructional phases. Therefore, as part of the individual mailings made to the enrollees, "help" centers were established in the Des Moines area since the majority of the enrollees had indicated Des Moines as being their place of residence. These facilities were educational centers equipped with instructors and television sets. The participants were encouraged to view the televised program in the centers and to work with instructors on an individual basis upon completion of each of the half hour presentations. In addition, adults were encouraged to attend regular classroom instruction as an additional method in helping them prepare for the GED tests.

Since the survey questionnaire would provide the opportunity to do follow-up work during the next year, it

was felt that these two questions were quite important. The responses to these two questions would give the staff the necessary information to correspond with the enrollees in the future concerning the location of classes, times, dates, etc., and for the purpose of encouraging their enrollment.

One problem that developed as a result of the information obtained was the non-committal attitude on the part of many of the participants. For example, in the case of whether additional help was needed, forty-one, or approximately 21 per cent, of the participants failed to answer the question. However, 102 persons, or 68.4 per cent of the enrollees, indicated they did need additional assistance. In the case of enrolling in a classroom setting, almost 50 per cent of the participants were non-committal. Many of the individuals stated they were uncertain as to their interest in pursuing the course in an atmosphere other than their own living room. The total breakdown for these two questions is as follows:

ADDITIONAL HELP NEEDED

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Yes	102	68.4
No	47	31.5
Unavailable	<u>41</u>	
Total	190	

ENROLL IN A CLASS

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Yes	65	67.0
No	32	32.9
Unavailable	<u>93</u>	
Total	190	

There was a significantly high percentage of participants (97.7 per cent) who indicated they would recommend this program to other persons. It would appear that the program had some merit and was perceived as being somewhat beneficial.

RECOMMEND PROGRAM

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Yes	177	97.7
No	4	2.2
Unavailable	<u>9</u>	
Total	190	

Since one of the major objectives of the televised program was to assist as many adults as possible in successfully preparing for the GED tests in order to earn an Iowa High School Equivalency Certificate, the following results are of significant interest.

It was possible to obtain information concerning the GED test results of the participants from sources other than the survey questionnaire. Therefore, the figures reported

will exceed the 190 participants whose responses in the previous paragraphs have comprised the basis for this study.

As was stated previously, 1,258 persons initially enrolled in T.V. High School. The test results show that 109 persons were granted an Iowa High School Equivalency Certificate. An additional 129 persons have successfully passed anywhere from one to four tests. Another 106 persons have an approved application from the State Department of Public Instruction which means that these individuals can begin testing at any time. The results also show that seventy-one persons are planning to complete their application in the near future. The entire results are as follows:

INFORMATION ON TESTING

<u>Response</u>	<u>Number</u>	<u>Per Cent</u>
Successfully Completed	109	26.3
Partial Testing Completed	129	31.0
Applications Approved	106	25.5
Planning to Test	71	17.1
Unavailable	<u>7</u>	
Total	422	

CHAPTER IV

SUMMARY AND IMPLICATIONS

Summary. This study appears to point out that a goodly number of participants involved in T.V. High School were able to benefit from the program. A total of 109 persons successfully completed all five GED tests, thus earning their High School Equivalency Certificate. In addition, 129 persons have successfully completed partial testing, while another 106 have been approved to begin testing at any time.

It was also noted that five individuals who were enrolled in T.V. High School had already completed high school. Their major interest in the program was for the purpose of review.

There were sixty-five participants who cited a willingness to attend classroom instruction in the future. However, another ninety-three persons failed to respond to the question.

There seemed to be a great deal of merit in the presentation of the T.V. High School program, at least in terms of the enrollees' perceptions. A total of 177, or 97.7 per cent, indicated they would recommend the program to other persons.

The Adult Education Division has been offering high school equivalency preparation classes throughout the college district for the past four years. Yet, 1,258 adults enrolled in T.V. High School. This would seem to indicate that many persons are interested in completing high school but are not interested in attending classes as supported somewhat by the survey questionnaire. This has prompted the division to seriously consider developing a "take home study course" designed to prepare persons for GED testing. This could be very beneficial to individuals unwilling or unable to attend classes because of problems in transportation and/or child care.

The major weakness in the film presentation, as noted by the participants, seemed to center around the fact that the film was produced in 1965. Some of the examples, especially in the science area, were not as applicable now as they might have been several years ago. Also, several errors were detected in the math presentation that were never corrected in the editing of the film. This caused participants to become confused and anxious and, as a result, the division received numerous telephone calls from persons wondering if the instructor or themselves were correct concerning various math problems.

Another problem that was anticipated and definitely came to light was the educational level of some of the

participants. Since it was impossible to screen the enrollees via diagnostic testing, some of the participants quickly became disenchanted with the program. They were unable to keep abreast of the instruction and had difficulty in understanding their educational materials. It can only be surmised that this experience would cause considerable confusion and frustration. These individuals need a more basic educational program in the initial stages of the learning process until their skills are upgraded to the point that they can actually benefit from a more concentrated instructional experience.

It was interesting to read the variety of comments made by different persons regarding their experience with T.V. High School. The following is somewhat typical of what most of the participants had to say:

I was very glad to have this program as I had wanted to finish high school but couldn't because of having¹ children at home and the high cost of other courses.¹

I feel so much surer of myself to go ahead with more education. I feel this is a very good program because you could do it in the privacy of your own home without feeling you had to tell everyone you were not a graduate.²

I'm the mother of nine children and it would be hard to get away for classes, whereas T.V. High School was offered right in my own home and I never had to leave my children.³

¹Statement taken from an individual's survey questionnaire.

²Ibid.

³Ibid.

I tried to finish my schooling through night classes but didn't make it. It was much easier and more convenient through T.V. High School.¹

Implications. It was the feeling of the Adult Education staff that perhaps the most important aspects of T.V. High School were the implications that could be derived from the program.

First, is the fact that the Adult Education Division of Des Moines Area Community College must review its entire promotional methods in terms of developing a more appealing message to adults. Certainly, there were probably many reasons for adults not enrolling in T.V. High School. However, the staff would not have control over the majority of these reasons unless the reasons were due to unawareness. Then, a more appealing message might be the answer. In any event, a review of the promotional procedures might be beneficial.

Secondly, the division must also realize that many adults will not participate in classroom instruction regardless of the time and effort directed at promotional methods. In this case, it may be necessary to review possible alternatives that will assist adults. Previously, the development of a "take home study course" was mentioned. It would seem feasible to develop a pilot program in the near future in which the opportunity for adults to study on their own is made available.

¹ Ibid.

Thirdly, the division should research the entire field of television in terms of its implications for Adult Education. There may be many other possible programs that could be presented via T.V. that would be beneficial to adults. The review of the literature presented in Chapter II has produced some studies that may be worth pursuing.

Fourthly, the division should review possible child care services for adults who are unable to attend class because of baby sitting problems. In fact, past experiences in working with adults interested in furthering their education shows that the two primary reasons why adults do not attend classes center around their difficulty in arranging transportation and/or child care services.

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APPENDIX

Name _____ Address _____
 Age _____ Sex _____ Last Grade Completed _____
 Occupation _____ Phone No. _____

1. How many of the 36 T.V. lessons did you watch?

2. The T.V. lessons were . . .
 Excellent _____ Very Good _____ Good _____
 Fair _____ Poor _____

Please comment on your rating: _____

3. The study kit material was . . .
 Excellent _____ Very Good _____ Good _____
 Fair _____ Poor _____

Please comment on your rating: _____

4. Please check the tests you have taken.
 English _____ Social Studies _____ Science _____
 Literature _____ Math _____

5. Do you plan to test in the near future?
 Yes _____ No _____

6. The viewing time was . . .
 Convenient _____ Not convenient _____

A better time would be _____ o'clock.

7. Do you feel you could use additional instruction?
 Yes _____ No _____

If yes, would you enroll in a class? Yes _____ No _____

(If interested in a class, be sure your name and phone number are filled in above.)

8. I would recommend this program to others. Yes _____ No _____

9. Other Comments:
